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# NELSON'S ENGLISH PRACTICE

## PART II.

459

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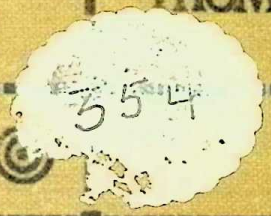

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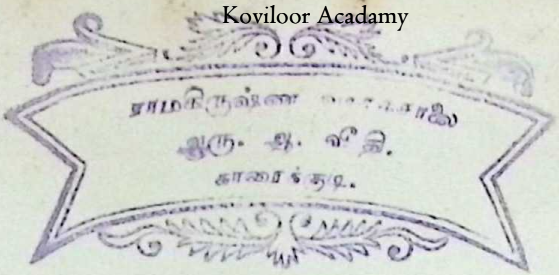

# PREFACE.

THIS book is designed to continue the work of Part I. in the series, and to teach :—

1. The spelling of common words, for the most part names of things and actions with which younger children are familiar.

2. The formation of simple conversational sentences.

3. A few of the conventional devices adopted in writing English, such as the use of the capital letter, the apostrophe, etc.

4. A little simple grammar, including the selection of Nouns and their classification into Proper and Common.

Most of the lessons are arranged in three parts—namely: (1) word work; (2) sentence work; (3) reading and study of simple English.

The spellings are carefully chosen to lead up to the sentence work and reading. A little word-building is included, but not enough to set the young pupil on the track of useless words.

In the section headed Sentence Work the pupil is required to answer certain leading questions based upon a picture. Each answer should be in a complete sentence, and may be either recited or written.

The exercise for Reading and Study always includes the

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words learnt in the preceding spelling list. The reading exercise can be used for dictation, thus providing a test, not only in spelling, but in the use of capital letters and stops. Taken as a whole, the book contains as large a number of new and useful everyday words as are to be found in an ordinary reading book for this stage of the pupil's progress. It provides, therefore, a working vocabulary of a practical character, and can be used as a companion to a literary reading book of the modern type in which no spellings or other apparatus are included.

The lessons on the left-hand page further suggest a method for preliminary treatment of any lesson from the literary reader, which is thus described by a practical teacher of long experience :—

"I use a literary reader in the following way: The lesson to be read and enjoyed is first selected, but pupils are not allowed to read it, or even to look at it, until they have been through a preliminary English drill. The new words in the lesson are picked out by the teacher during preparation, and used as the basis of a vocabulary lesson, in which each word is written down on the blackboard and employed in oral sentence-weaving, until the outward appearance, the correct sound, and the inward meaning of the word, and others built from it, are rendered quite familiar to each pupil. If the lesson to be read contains references to things unfamiliar to the pupils, opportunity is taken to make these things familiar in preliminary object, observation, drawing, and conversational lessons. My pupils are not told that this preparation is leading up to and preparing for their enjoyment of a good story. They come to

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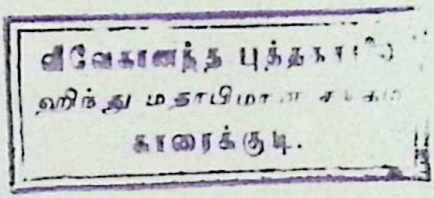
the reading lesson fully prepared on the mechanical side, and I can use the story or poem selected as a literary instrument undisturbed by side issues—that is, I can use it to create a feeling of book-delight, to train and exercise the judgment, and incidentally implant clear notions of right and wrong. This I could never do under the old style of treatment, where attention was being constantly distracted by explanations of new words and references to unfamiliar things."

A.R.P.L.V.P.L.



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## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *model*<br>*modelled*<br>*modelling* | *travel*<br>*traveller*<br>*travelling* | *sincere*<br>*sincerely*<br>*truly* | *tower*<br>*shower*<br>*flower* |
| *picture* | *flag-staff* | *island* | *turret* |

## II. SENTENCE WORK.

What are these three men?
Where are they resting?
What is the middle man doing?
What word is carved on the trunk of the tree?
What do you think they found when they dug near the tree?
Why were they very glad to find it?

---

What can you see in the next picture?
What does the tower stand on?
What is flying on the highest turret?
How many turrets are there on the tower?
Name other things shown in the picture.

---

Write down four words which rhyme with *tower*.

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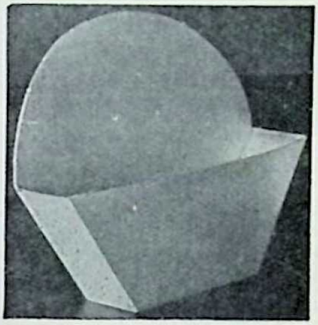
## III. READING AND STUDY.

Victoria Boys' School,
Grimsby,
June 9, 1925

My Dear Tom,

Last week I was moved into a higher class. I have many new things to learn. They will all be useful to me when I leave school.

The lesson I like best is cardboard modelling. We draw a figure on a piece of paper very neatly. Then we cut out the shape, and use a little gum on the edges.



Here is a picture of a tidy I made last week. I took the model home, and mother was much pleased with it.

I hope you are well, and that you enjoy your school-work as much as I do.

Your sincere friend,
Thomas Brown.

---

Write a letter like this to a cousin or friend. Put your school address at the top. Tell something about your school work. Sign yourself "Yours sincerely" or "Yours truly," just as you choose.

Now make a list of all the names of places, people, and things in your letter.

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## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *bowl*<br>*shawl* | *porridge*<br>*onion* | *satchel*<br>*picture* | *cupboard*<br>*cushion* |
| *spoon*<br>*peel* | *apple*<br>*lantern* | *slippers*<br>*plaster* | *basket*<br>*stool* |

## II. SENTENCE WORK.

Find out in the picture on the next page each of the things named in the spelling list.

Now make sentences telling where each of these things is, for example—

(1) *The bowls rest on the table.*
(2) *The shawl hangs on a peg.*
(3) *The little girl holds the spoon.*

| | | | |
|---|---|---|---|
| 1 | *mouse* | *goose* | *ox* |
| 2 | *mice* | *geese* | *oxen* |

The words in the first line name one thing. The words in the second line name more than one thing. Make a table like this with the words *children, teeth, feet* in the second line. Now write a sentence about (1) the mouse in the snow; (2) the oxen and the wagon.

*Silver Locks in the Cottage of the Three Bears.*

Perhaps you know the whole story of *The Three Bears*, and can tell it to your teacher.

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## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *pleasure*<br>*treasure* | *health*<br>*wealth* | *usual*<br>*usually* | *miser*<br>*miserly* |
| *greedy* | *sleepy* | *servant* | *yawn* |

## II. SENTENCE WORK.

Write down—

*Early to bed and early to rise*
*Makes a man healthy, wealthy, and wise.*

This is Tom Jones at six o'clock in the morning. Tell me (1) what he is doing; (2) why he is doing it.

---

Write down—

A stitch in time saves nine.
Waste not, want not.
Wilful waste makes woeful want

The picture shows Mary, who has learnt the first of these lines. What do you think she is doing? What has she round her neck? What does she wear on her feet?

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## III. READING AND STUDY.

A poor, greedy fellow, who had a great bag of money, dug a hole in the ground and hid it there. He soon felt more pleasure in going to look at his gold than in anything else.

Now, he went so often to do this, that one of his servants watched him, and found out what he was doing. Being a very wicked man, the servant stole the bag of gold and ran away with it.

The next day, when the old man found his wealth was gone, he set up such cries, and tore his hair in such a funny way, that a friend ran to see what was the matter.

As soon as he had heard the miser's story, he said, "Cheer up, old friend, you have really had no loss after all. The hole is there for you to go and peep in as usual, and if you *fancy* the money is still there, it will do just as well!"

Pick out six names of things from this story.

Write down—

*A miser is a man who* .....

and then finish the sentence.

Write down rhymes for each of the following words:—

| | | |
|---|---|---|
| money | ground | funny |
| watch | fellow | just |

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## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *tailor*<br>*sailor* | *deck*<br>*check* | *wood*<br>*wooden* | *straight*<br>*crooked* |
| *cabin* | *anchor* | *bowsprit* | *canvas* |

## II. SENTENCE WORK.

Here is a picture of an old man-of-war. Write down sentences telling—

(1) what is flying at the masthead.
(2) what the man-of-war is built of.
(3) how it is moved through the water.
(4) what you can see in the sides of the hull.

---

This is a picture of a famous sailor named Sir Richard Grenville. He lived in the days of "Good Queen Bess."

What is he wearing?

What does he carry in his right hand? What is he doing?

What do you think he is saying?

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## III. READING AND STUDY.

1. There **was** a crooked **man**
   Who went a crooked mile.
2. There **were** three **crows**
   Sat on a stone.
3. There **was** an old **woman**
   Who lived in a shoe.
4. There **were comfits** in the cabin
   And apples in the hold.
5. There **was** a little guinea-**pig**
   Which, being little, was not big.
6. There **were** four-and-twenty **tailors**
   Who went to kill a snail.

---

Note very carefully the words in black letters.

Try to find out why we use **was** in 1, 3, and 5, but **were** in 2, 4, and 6.

Now put *was* or *were* in the spaces left in the following sentences:—

There —— a man in our town.
There —— three jovial Welshmen.
There —— five little chicks.
There —— once an old cobbler.
There —— seven eggs in the nest.

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## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *explore*<br>*explorer* | *exhaust*<br>*exhausted* | *danger*<br>*dangerous* | *saddle*<br>*saddler* |
| *source* | *shoal* | *desert* | *bundle* |

## II. SENTENCE WORK.

Here is an explorer in a desert country.
Why is he lying down?
What is lying near to him?
What has the horse upon its back?
What are hanging from the saddle?
What are the dangers of the desert?

---

Here are some explorers on a river.
How many explorers are there in the boat?
How many are standing?
What is one of them doing?
They have travelled a long way from the source of the river.
To which part is the boat now sailing?
What are the dangers of the river?
Name as many parts of the boat as you can.

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## III. READING AND STUDY.

1. There **is** a traveller on the sand.
2. There **are** four travellers in the boat.
3. There **is** a saddle on the horse's back.
4. There **are** reeds in the water.
5. There **is** a mast in the boat.
6. There **are** hills beyond the river.
7. There **is** no spring in the desert.
8. There **are** no trees to shade the traveller.

---

Note carefully the words in black letters.

Try to find out why we use **is** in 1, 3, 5, and 7; and **are** in 2, 4, 6, and 8.

---

Now put *is* or *are* in the spaces left in the following sentences:—

There —— a man lying on the ground.
There —— a boat upon the water.
There —— no wells in the desert.
There —— shoes on the horse's feet.
There —— a gun lying near the traveller.

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## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *fiddle*<br>*fiddler* | *father*<br>*grand-father* | *brother*<br>*sister* | *child*<br>*children* |
| *bellows* | *imitate* | *basket* | *growling* |

## II. SENTENCE WORK.

Look at the picture on the next page, and write down answers to these questions :—

What is the blind man doing?
Does his wife seem to be enjoying the music?
Can you give a reason for this?
What are the two younger children doing?
What do you think the dog is doing?
What is the boy on the right trying to do?
What is he using for a fiddle?
What do you think the girl is saying to him?
Who is enjoying the music best?
What will happen when the music is over?
What is lying on the floor to the right of the player?
Is this a rich man's home, or a poor man's cottage?

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## III. PICTURE READING.

*The Blind Fiddler. By Sir David Wilkie.*

Write down the names of the things on the walls and floor of the room.

What do you think the floor is made of?

What do we call a man who paints pictures like this?

Write down the names of any artists of whom you have heard or read.

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## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *roaming* | *chicken* | *beaver* | *reindeer* |
| *forest* | *animal* | *squirrel* | *rabbit* |

## II. READING AND STUDY.

When Hiawatha grew bigger he went roaming about in the forests by himself. There he learned to know the names and the notes of the birds, and the birds grew quite fond of him. Then he called them "Hiawatha's chickens." He made friends with the animals. They told him all their secrets. He knew how the beavers built their underground homes, and where the squirrels hid their winter stores of food. He knew, too, the fleetness of the reindeer, and why rabbits are so quickly startled. He loved all the animals as much as he loved the birds, and he called them "Hiawatha's brothers."

---

| | | | |
|---|---|---|---|
| ONE— | squirrel | rabbit | deer. |
| MORE THAN ONE— | squirrels | rabbits | deer. |

---

Write down rhymes for *foam*, *beaver*, *deer*, *brother*, *quick*, *food*.

*Hiawatha in the Forest.*

Write down the names of all the things you can see in the picture.

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## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *fame*<br>*famous* | *state*<br>*statesman* | *brave*<br>*bravery* | *wise*<br>*wisdom* |
| *statue* | *soldier* | *cannon* | *general* |

## II. SENTENCE WORK.

This is a statue of a famous soldier. It stands in a square in London.

His name was Charles George Gordon.

He was also known as General Gordon.

How is he standing?

What is under his left arm?

Do you know anything about him? Write down all you know. For what was he famous?

---

This is a picture of a famous statesman.
His name was William Pitt.
He was also known as Lord Chatham.
What is he wearing on his head?
How is he dressed?
What is there round his neck?
What do you think he is doing?
What is the work of a statesman?
Write down the name of any other statesman.

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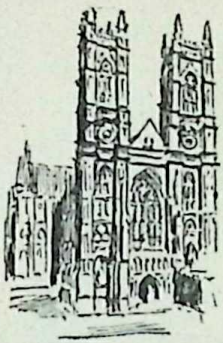
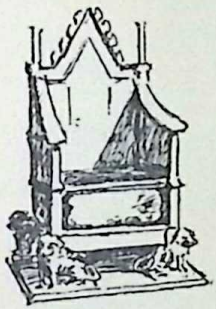
## III. READING AND STUDY.



This is a picture of Westminster Abbey. It stands near the River Thames, in the great city of London.

Many of our kings and queens were buried within its walls. It also contains the graves of a number of famous soldiers, sailors, and statesmen.

In one part of the Abbey stands the seat which is shown in the next picture. This is known as the Coronation Chair. Our kings and queens sit in it when they are crowned in the great Abbey.



Beneath the seat is a rough stone which was brought from Scotland. It is called the Stone of Destiny. At one time the kings of that country sat upon it when they were crowned.

Give a reason for the use of every capital letter on this page.

Note the capitals in the following :—

1. { I went to see a ruined abbey.
   { We visited Westminster Abbey.

2. { The river is deep and wide.
   { I saw the River Thames.

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## I. WORD WORK.

| | | | |
|---|---|---|---|
| *tower*<br>*power* | *turret*<br>*uncle* | *soldier*<br>*shoulder* | *wicked*<br>*smother* |
| *London* | *Thames* | *Tyne* | *Solway* |

## II. SENTENCE WORK.

Here is a picture of a tower with turrets at the corners. It stands in London, on the banks of the River Thames. It is therefore called the Tower of London.

Of what shape is the building?

What is there at each corner of the building?

What is a turret?

What great man was shut up in the Tower?

---

This second picture shows a piece of the old Roman Wall. This wall ran from the mouth of the River Tyne to the head of the Solway Firth.

What can you see in the picture?

What was the tower used for?

---

Turret has double *r* in the middle. Write down six other words with double *r* in the middle.

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## III. READING AND STUDY.

These two boys are princes. They were shut up in the Tower of London by their cruel uncle, Duke Richard.

This man had a pale face and bent shoulders. People called him Richard Crookback. He wished to be king in place of the elder boy, Prince Edward.

Duke Richard hired two rough men to kill the young princes. They went softly to the bedroom and smothered the boys in their sleep.

Then the wicked duke became King of England. But he was king for only a few years, and was killed in battle.

---

Note the capitals in the following:—

Each of these two boys is a prince.
The elder boy is called Prince Edward.

The uncle of the boys was a duke.
His name was Duke Richard.

This wicked uncle wished to make himself king.
He became King of England.

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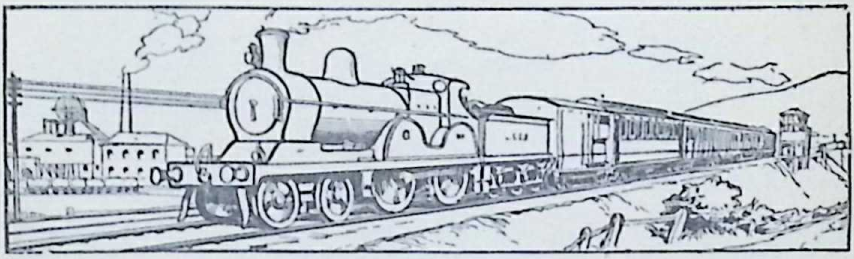
## I. WORD WORK.

| | | | |
|---|---|---|---|
| *locomotive*<br>*engine* | *driver*<br>*fireman* | *carriage*<br>*compartment* | *guard*<br>*porter* |
| *colliery* | *telegraph* | *signal* | *chimney* |

## II. SENTENCE WORK.



What does the picture show? Is the train in motion? How do you know? Why do we call an engine of this kind a *locomotive?* Do all engines move from place to place? Where does the driver ride? Where does the guard ride? Where do the travellers ride? What is got from the colliery to drive the engine? What use is made of the telegraph? What is the little house to the right of the picture? What can you see beyond it? What does the train run upon? What are railway lines made of? If this is a Great Western train, what letters will there be on the tender? What does the tender carry?

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## III. READING AND STUDY.

35 Grey Street,
Newcastle-on-Tyne,
July 15, 1925.

My Dear Tom,

I left King's Cross at 10 a.m. yesterday, and had a very pleasant journey to this city. We were about five hours and a half upon the way.

The journey did not seem very long. I had a good meal, which was served at 1.15 p.m. in the dining car. This helped to pass the time.

At two o'clock we reached York. As we were leaving this place I had a good view of the great church, which is known as York Minster.

At 3.15 p.m. we passed another fine cathedral. This was at Durham, about fourteen miles from Newcastle.

I will write again in a few days and tell you all about the Newcastle shipyards.

Your loving brother,
Harry.

Points for study: (1.) How the letter is begun and ended. (2.) The use of capital letters. (3.) The use of a.m. and p.m. after the hour of the day. (4.) The division of the letter into paragraphs. (5.) The spelling of the harder words. If the writer's name is Harry Brown, how would you address an envelope to him?

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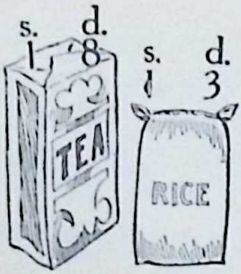
## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *provision*<br>*coffee* | *sugar*<br>*treacle* | *packet*<br>*jacket* | *currants*<br>*raisins* |
| *truck* | *buffers* | *marmalade* | *almonds* |

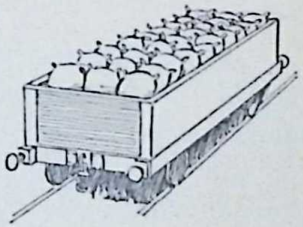
## II. SENTENCE WORK.




What can you see in the first picture? How much money would buy both the tea and the rice? Can you guess what weight of tea is in this packet? At which shop would you buy these goods? Besides tea, what do we use to make drinks for breakfast? What is rice used for? From the spelling list name some things used in making puddings.

---

Here is a load of flour for the baker. How many sacks are there in the truck? What is there on the fore part of the truck? How has the flour been brought to the baker? What is the truck made of? How many wheels has it?



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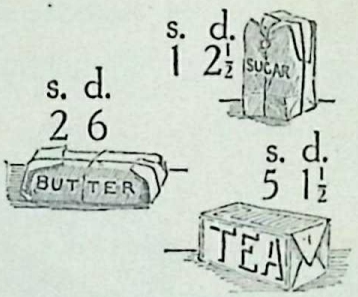
## III. READING AND STUDY.

Our provision shop is kept by Thomas Jones. It stands in Morris Road, and it is the largest shop in the town of Greenstreet.

Mr. Jones sells tea, coffee, cocoa, flour, oatmeal, bacon, cheese, butter, lard, pickles, sauces, eggs, rice, sugar, treacle, fruit, spices, marmalade, currants, raisins, almonds, and many other useful things. On his counter there are scales, a ball of string, and a pair of scissors. The provision merchant's daughter sits at the cash desk. Her name is Ethel. _____




I bought the things shown in the picture at the provision shop to-day. How much did I pay to Ethel Jones?

---

How would you address an envelope to (1) Mr. Jones; (2) his daughter (who both live over the shop)? How would you ask for (1) two pounds of coffee? (2) the bill for your goods?

Write out a signboard for Mr. Jones. Print a few window tickets for him. Where would you place a ticket which bore the words—

"NEW LAID. *8 for One Shilling*"?

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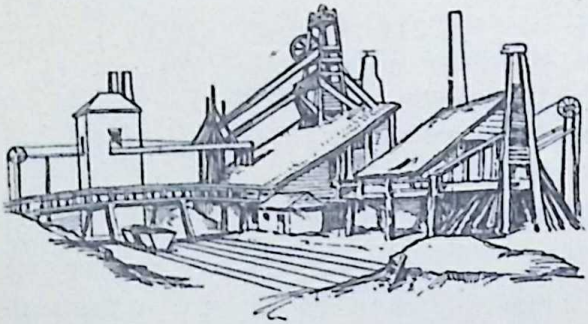
## I. WORD WORK.

| | | | |
|---|---|---|---|
| *collier*<br>*colliery* | *danger*<br>*dangerous* | *explode*<br>*explosion* | *chimney*<br>*miner* |
| *locomotive* | *safety* | *gauze* | *surface* |

## II. SENTENCE WORK.

What does the picture show? How do the miners go down the mine? What can you see on the railway? What are these trucks used for?



What do you call a man who works at a colliery?

George Stephenson once worked at this colliery. Who was he? Here is Stephenson as a boy. What do you think he is making?

A collier works in a colliery.

A smith works in a ——

A baker works in a ——

A nurse works in a ——

A tanner works in a ——

Fill in the space in each of these four sentences.

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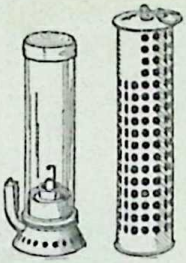
## III. READING AND STUDY.

The work of a collier or coal miner is very dangerous. Gas comes from the coal, and may collect in parts of the mine. If naked lights were carried, there would be an explosion.



Each collier therefore carries what is called a safety lamp. This is made in such a way that the gas cannot reach the flame. Here is a picture of a lamp of this kind, showing the cover also.

The coal miner uses a pick to hew the coal. Sometimes he has to lie down to reach the part that has to be hewn.

---

*Miner* and *collier* are names given to a certain worker. Both words end in -er. Write down names given to other workers—as many as you can remember.

Finish these sentences:—

Coal is used .....
If we put a light to coal gas .....
When the coal has been brought to the surface .....
A collier is a man who .....
The collier uses a .....
A lamp used in a mine is called .....
The work of a collier is .....
The miner uses a pick .....

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## I. WORD WORK.

| | | | |
|---|---|---|---|
| *prickle*<br>*prickly* | *hedgehog*<br>*squirrel* | *fibre*<br>*fibrous* | *burrow*<br>*whiskers* |
| *cedar* | *larch* | *quill* | *canoe* |

## II. SENTENCE WORK.

Here is a picture of a hedgehog. What other animal has a nose like it? What can you see on its body? Of what use are these prickles? What would the hedgehog do if a dog tried to bite it? What does the hedgehog do during the winter? Where would you expect to find this animal? What does it feed upon? At what time does it come out of its home to seek its food? What do you call its home? What other animal makes a burrow?

---

Here is a picture of Hiawatha's squirrel. What is it resting upon? (See next page.) What kind of a tail has the squirrel? What has the squirrel near its nose? What does the squirrel feed upon? What does it do during the winter?

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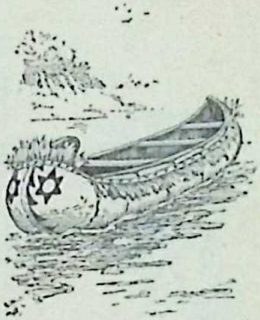
## III. READING AND STUDY.

Hiawatha built a boat, which he called a canoe; and this is how he made it.

He asked the birch to give him some of its white bark. Then he begged some boughs and branches from a strong young cedar tree. Next he asked the larch for some of its fibrous roots.



The cedar wood he made into a framework. This he covered with the white bark of the birch. He sewed the ends together with the fibrous roots of the larch.

He asked the hedgehog for some quills to make a girdle and necklace for the canoe. Then he launched it, and it lay like a lily upon the water.

---

Pick out in the above reading, or from page 30—

(1.) Three names of trees.
(2.) Three names of animals.
(3.) Six names of other things.

Write down six times—

Hiawatha's canoe.

What does the little mark (') before the *s* tell you?

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## I. WORD WORK.

| | | | |
|---|---|---|---|
| *thrush*<br>*cuckoo* | *robin*<br>*nightingale* | *sparrow*<br>*swallow* | *sea-gull*<br>*wood-pecker* |
| *magpie* | *eaves* | *pigeon* | *owlet* |

## II. SENTENCE WORK.

The picture shows a sparrow and a swallow. To which bird does the nest belong? What is a swallow's nest made of? Where does this bird build its nest? What is the sparrow perched upon?

How does the wood-pecker get its name? What is the nightingale noted for? How can you tell a robin from other birds?

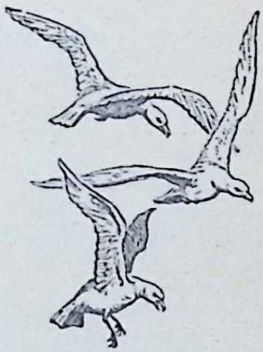
---

There are three sea-gulls in the picture. Where can these birds be seen?

Which is longer, the upper or the lower part of the sea-gull's bill?

Is the tail of the bird square or pointed?

Where does the gull rest itself?



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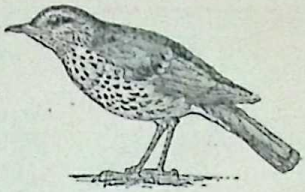
## III. READING AND STUDY.

*THE THRUSH'S SONG.*



Dear, dear, dear
Is the rocky glen;
Far away, far away, far away
The homes of men.
Here shall we dwell in love,
With the lark, and the dove,
Cuckoo and corn-rail;
Feast on the banded snail,
Worm, and gilded fly;
Drink of the sparkling rill
Winding adown the hill,
Never to dry.
With glee, with glee, with glee,
Cheer up, cheer up, cheer up! Here
Nothing to harm us, then sing merrily,
Sing to the loved ones whose nest is near.

---

Pick out from the above—

(1.) Six names of living things.
(2.) Three other names.

Is this reading lesson poetry or prose? How do you know? Write down (1) two words which rhyme with *snail;* (2) two words which rhyme with *merrily.*

This is a magpie. Write three sentences about it.

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## I. WORD WORK.

| | | | |
|---|---|---|---|
| *reddish*<br>*blackish* | *warren*<br>*arrow* | *burrow*<br>*insects* | *waistcoat*<br>*lithe* |
| *active* | *badger* | *weasel* | *antlers* |

## II. SENTENCE WORK.

This picture shows a badger. Are its legs long or short? What kind of coat has it? Where does it make its home? The colour of its coat is not quite black, but darker than gray. How would you describe it? This animal feeds on frogs, snails, roots, and insects. Write down a sentence telling what the food of the badger consists of.

---

The second picture shows a stoat. What other animal is it like? Its coat is a mixture of brown and red, but more brown than red. How would you describe it? What colour is its waistcoat? Put these four words into a sentence, telling what it preys upon—*hares*, *rabbits*, *game*, *poultry*. What kind of a tail has the stoat? What is a rabbit warren?

---

What is a *domestic* animal? Are the badger and stoat domestic animals? If not, what would you call them?

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## III. READING AND STUDY.

One day an old man gave to Hiawatha a bow and arrows. Then he said, "Go into the forest and kill for us a deer with antlers."

The boy at once went proudly into the forest. As he walked onward the birds sang round him, "Do not shoot us, Hiawatha!"

Then the squirrel from the oak tree, and the rabbit at the doorway of its burrow, said, "Do not shoot us, Hiawatha!"

But he did not listen to them, for his thoughts were with the red deer. He hid himself behind the bushes and waited. Before long a deer came down the forest pathway.

Hiawatha raised his bow and shot an arrow. The deer stamped with all his hoofs together. Then it leaped into the air and fell with the arrow in its neck. In a few moments it lay dead.

---

The words in black type are names of single things. Write down the names which mean more than one of these things. Do it like this—

| ONE. | MORE THAN ONE. |
|---|---|
| arrow | arrows |

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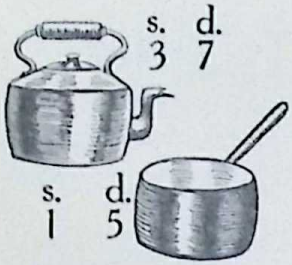
## I. WORD WORK.

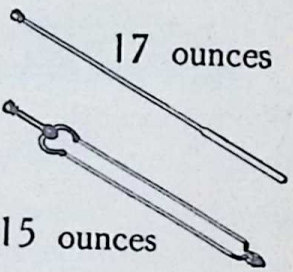
| | | | |
|---|---|---|---|
| *hardware*<br>*hardwareman* | *kettle*<br>*skewer* | *picture*<br>*knife* | *scissors*<br>*coffee* |
| *require* | *eighteen* | *window* | *sure* |

## II. SENTENCE WORK.




What can you see in the picture? What are both these things made of? In which shop would you buy them? How much would the two cost together? How many pennies are there in this amount? What is a kettle used for? How do you know when the water is really boiling? What is a pan used for? What is missing from this pan? Why is a lid used?

---




What can you see in the second picture? What is the weight of the two together? What are both these things made of? How are they kept bright? What is there at the top of the poker? Why has a poker a knob?

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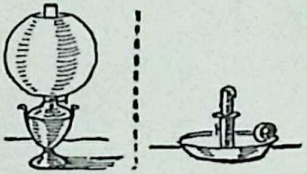
## III. READING AND STUDY.

The hardware shop in Tower Street is kept by William Smith. It is very well stocked with goods of all kinds.

Mr. Smith sells kettles, pans, fire-irons, lamps, candlesticks, fenders, skewers, gas-brackets, nails, screws, tools, locks, picture-hooks, scissors, knives, teapots, coffee-pots, skates, and many other useful things.

Whenever we are making anything in the workshop at home we pay a visit to Mr. Smith. He is sure to have what we require.

---



If Mr. Smith asks five shillings for this lamp, and eighteenpence for this candlestick, how much must I pay for the two?

Write out an order for Mr. Smith to send you two dozen brass screws one inch long, three gas-burners at sixpence each, and two Yale locks at five shillings each.

Print a few window tickets for Mr. Smith.

Pick out twelve names of things from the reading lesson.

Go to a hardware shop and find out the names of other useful things which are sold there.

Print a sign-board for Mr. Smith.

Write down the names of the things you can see in the picture
Put before each a word which describes the thing named, like this—
red scarf ; sharp sword ;
open book ; and so on.

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## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *turban* | *climb* | *cloth* | *eye-brows* |
| *sword* | *shriek* | *clothes* | *handkerchief* |

## II. READING AND STUDY.

With some burnt cork, Tom had made himself a pair of black eyebrows that met over his nose. He had wound a red handkerchief round his cloth cap to make it look like a turban. In his left hand he held a real sword in a sheath.

"O Tom," cried Maggie, "you have made yourself like Bluebeard at the show!"

Tom drew the sword and pointed it at Maggie. "I am the Duke of Wellington! March!" he cried.

Maggie, in great fear, climbed upon the bed.

"One, two," said Tom, turning the sword round and round.

Then Maggie gave a loud shriek. The sword had fallen with its edge on Tom's foot; and in a moment he had fallen too.

---

Pick out the names of things in this reading exercise. Draw a line under each of the names of persons. Note that these begin with capital letters.

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## I. READING AND STUDY.

**Tom Robinson** is a **boy** of seven.

His **school** is called **Grant Street School.**

He goes on Sunday to a **church** not far away. It is called **St. Andrew's Church.**

He lives in a **town** called **Downton,** which is near to the **city** known as **Canterbury.**

He knows a **gardener** called **John Jones.**

He has a **dog,** which he calls **Bingo.**

---

We have printed a number of names in black type. In these English lessons we are going to speak of names as NOUNS. Write down six times—

A NOUN IS A NAME.

Now pick out all the nouns you can find in the reading lessons on pages 25, 27, 29, and 33.

---

Note that some names have more than one word in them, as *Tom Robinson.*

Also that a noun may be the name of a person, a place, an animal, or a thing without animal life; but so long as a word is a name of anything we can call it a NOUN.

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## NAMES OR NOUNS.

| *A.* | *B.* |
|---|---|
| boy | Tom Robinson |
| school | Grant Street School |
| church | St. Andrew's Church |
| town | Downton |
| city | Canterbury |
| gardener | John Jones |
| dog | Bingo |

Note that—

*Boy* is a name given to many. *Tom Robinson* is the name given to one boy to mark him off from the others.

*School* is a name given to many buildings of the same kind or class. *Grant Street School* is the name given to a single building.

Follow this out with the other names.

The nouns in column A are called COMMON NOUNS.
The nouns in column B are called PROPER NOUNS.

Proper nouns begin with capital letters. Make two columns like the above, placing these words in the first column:—girl, man, woman, river, lake, sea, mountain. Now fill up the second column.

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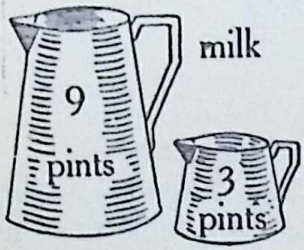
## I. WORD WORK.

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *churn*<br>*curd* | *whey*<br>*liquid* | *surface*<br>*rennet* | *dairy*<br>*separate* |

## II. SENTENCE WORK.

The picture shows two milk jugs. How do we hold a vessel of this kind? How is the liquid poured out? How is milk bought? What is the usual price per quart?




milk

Note the little word **per.** We use it in this way:—

Coffee is sold at one shilling *per* pound.
Milk is sold at fourpence *per* quart.

Fill up the spaces in the following:—

Apples are bought at —— per ——.
Oranges are sold at —— per ——.
Potatoes are bought at —— per ——.
Oil is bought at —— per ——.
Tea is sold at —— per ——.
Cocoa is bought at —— per ——.
Sugar is bought at —— per ——.
Nails are sold at —— per ——.

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## III. READING AND STUDY.

*QUESTION AND ANSWER.*

*Q.* Where is milk kept after it comes from the cow?

*A.* Milk is kept in a dairy.

*Q.* What forms on the surface of milk after it has stood for some time?

*A.* A thick oily liquid called cream forms on the surface of milk.

*Q.* What is butter made from?

*A.* Butter is made from cream.

*Q.* How is the cream treated in making butter?

*A.* The cream is put into a churn, and moved about until it separates into butter and butter-milk.

*Q.* What is cheese?

*A.* Cheese is the curd of milk, salted, pressed, and dried.

*Q.* How is the curd formed?

*A.* A liquid called rennet is added to the milk. This separates the milk into a thick mass called curd, and a thin liquid called whey.

---

Pick out all the nouns in the above. Are there any proper nouns? Find out why we use the curly mark, ? .

Send a post-card to the nearest dairyman, asking him to call at your mother's house with milk every day, beginning to-morrow.

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## I. WORD WORK.

| | | | |
|---|---|---|---|
| *wooden*<br>*wrinkled* | *faggot*<br>*lapping* | *thoughtful*<br>*smoky* | *feather*<br>*circle* |
| *evening* | *whisper* | *music* | *wonder* |

## II. SENTENCE WORK.

Who is this man? How do you know he is a Red Indian? Is he an old man or a young man? How do you know? Why is he wrapped up so closely? What is he sitting upon? What is he doing? What is the fire made of? What can you see at the end of the wooden log?

---

Here is a picture of a Red Indian boy. Can you guess his name? (See page 35.)

What is he sitting upon? What is he looking across? What time of day is it? How do you know? Write down and learn:—

At the door on summer evenings
Sat the little Hiawatha;
Heard the whispering of the pine trees,
Heard the lapping of the water,
Sounds of music, sounds of wonder.

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## III. READING AND STUDY.

*MINNEHAHA, THE INDIAN GIRL.*

She was thinking of a hunter,
From another tribe and *country*,
Young and tall and very *handsome*,
Who, one morning in the spring-time,
Came to buy her father's *arrows;*
Sat and rested in the *wigwam*,
Lingered long about the door-way,
Looking back as he *departed.*

* * * *

Through her *thoughts* she heard a *footstep*,
Heard a *rustling* in the branches;
And with glowing cheek and *forehead*,
With the deer upon his *shoulders*,
*Suddenly* from out the woodlands
Hiawatha stood before her.

---

Write down and learn to spell the words printed in lighter type.

Pick out three words which describe Hiawatha.

Pick out the *nouns* in the reading exercise.

Why does each line in the above begin with a capital letter?

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## I. WORD WORK.

| | | | |
|---|---|---|---|
| *desert*<br>*camel* | *Arab*<br>*Arabia* | *slave*<br>*slavery* | *warrior*<br>*sword* |
| *trousers* | *tunic* | *turban* | *Africa* |

## II. SENTENCE WORK.

Write down the names of the things you can see in this picture. What are these black men? What are the others doing to them? How many men are riding? What does each one carry? Where do you think this is taking place? Who tried to stop slave trade of this kind. (See page 20.) Why is the camel used to cross the desert? How does the rider get upon its back?

---

Here is a picture of two black warriors. What is a warrior? To what country do these men belong? What does the foremost man wear on his head? What else does he wear? What arms does he carry?

---

What is a desert? Name two countries where deserts are to be found.

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## III. READING AND STUDY.

### *THE OSTRICH.*

The home of the ostrich is in the sandy deserts of Africa and Arabia. Among the Arabs it is called the *camel bird*, from the form of its neck and body. Like the camel, it dwells in the desert, and can live a long time without water.

Though the ostrich has wings, they are too small for it to fly with; but in running it uses them like paddles. Spreading them out, and flapping them in the air, it runs along with great speed. The swiftest horse cannot keep up with it. As we read in the Bible, "*She lifteth up herself on high, she scorneth the horse and his rider.*"

The nest of the ostrich is simply a hole in the sand; and there the female bird lays ten or twelve large eggs. She watches her nest very closely, always sitting on her eggs at night, and leaving them only during the hottest part of the day.

---

Pick out all the nouns in this passage.
Draw a line under each proper noun in your list.
Spell carefully, noting the double letter:—

| | | |
|---|---|---|
| paddles | flapping | dwelling |
| running | sitting | lapping |

*Alice and the Caterpillar.*

Write down the names of all the things you can see in this picture. In which book do we read about Alice ?

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## READING EXERCISE.

*ALICE AND THE CATERPILLAR.*

LEARN TO SPELL—

| | | | |
|---|---|---|---|
| *caterpillar*<br>*explain* | *different*<br>*chrysalis* | *confuse*<br>*confusing* | *butterfly*<br>*queer* |

The caterpillar and Alice looked at each other for some time in silence. Then the caterpillar said, in a sleepy voice,—

"Who are you?"

"I hardly know, sir," said Alice shyly. "I know what I was when I got up this morning. But I think I must have changed since then."

"Explain yourself," said the caterpillar.

"I cannot explain myself," said Alice, "because I'm *not myself*, you see."

"I don't see," said the caterpillar.

"Well," said Alice, "I have been many different sizes to-day; and it is confusing, you know."

"It isn't," said the caterpillar.

"You will think so," said Alice, "when you change into a chrysalis, and then into a butterfly. You will feel a little queer then, won't you?"

"Not a bit," said the caterpillar.

---

Pick out all the nouns in this passage.

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# WORDS IN EVERYDAY USE.

## I.—My Body.

| | | | |
|---|---|---|---|
| brow | elbow | finger | eyes |
| head | heart | ankle | eyelid |
| foot | tongue | wrist | eyelash |
| tooth | palate | nails | hair |
| mouth | nostril | knee | lungs |
| jaw | throat | shoulder | toes |
| thigh | thumb | forehead | waist |
| | | | |
| touch | feel | weep | jump |
| taste | think | listen | run |
| hear | shout | reason | stand |
| smell | speak | walk | sit |

## II.—Things we Wear.

| | | | |
|---|---|---|---|
| dress | shawl | collar | shoes |
| suit | waistcoat | pinafore | stockings |
| jacket | mantle | cuffs | brooch |
| overcoat | cloak | studs | gloves |
| skirt | veil | pockets | goloshes |
| bodice | scarf | boots | leggings |

## III.—Workers.

| | | | |
|---|---|---|---|
| chemist | grocer | soldier | bookseller |
| doctor | clerk | draper | navvy |
| carpenter | tailor | butcher | foreman |
| bricklayer | porter | dressmaker | fitter |
| mason | driver | typist | ploughman |
| builder | guard | plumber | agent |
| painter | stoker | fireman | teacher |
| plasterer | servant | policeman | master |
| fruiterer | shoemaker | sailor | mistress |

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## IV.—Things Seen in Town.

| | | | |
|---|---|---|---|
| tram | square | waggon | bridge |
| motor | pavement | bicycle | avenue |
| omnibus | gutter | telephone | street |
| lamp-post | kerb | telegraph | square |
| policeman | church | post-office | terrace |
| passage | chapel | station | hospital |

---

## V.—My Home.

| | | | |
|---|---|---|---|
| bedroom | chair | coffee | steak |
| parlour | table | cocoa | mutton |
| kitchen | couch | treacle | beef |
| pantry | cabinet | flour | pork |
| larder | bookcase | raisins | mustard |
| attic | cups | currants | salt |
| hearth | saucers | cheese | vinegar |
| mantel | plates | pudding | apples |
| ornaments | dishes | porridge | potatoes |
| picture | tea | bacon | celery |

---

## VI.—People at Home.

| | | | |
|---|---|---|---|
| father | niece | grandmother | friend |
| mother | nephew | husband | companion |
| sister | cousin | wife | guest |
| brother | uncle | servant | neighbour |
| children | aunt | woman | gardener |
| parents | grandfather | girl | coachman |

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# WORDS IN EVERYDAY USE.

## VII.—Things Seen in the Country.

| | | | |
|---|---|---|---|
| field | bramble | farmer | thrush |
| hedge | chestnut | ploughman | magpie |
| beech | holly | dairy | jay |
| oak | elm | calf | harrow |
| larch | privet | turkey | sparrow |
| fir | daisy | chicken | swallow |
| birch | buttercup | blackbird | barn |
| poplar | cowslip | starling | hay-fork |
| hawthorn | violet | robin | reaper |

---

## VIII.—Things Seen at School.

| | | | |
|---|---|---|---|
| teacher | blackboard | museum | playground |
| master | compass | pupil | atlas |
| mistress | classroom | monitor | standard |
| desk | pointer | window | model |
| duster | pencil | porch | cardboard |
| chalk | ruler | corridor | rubber |

---

## IX.—The Weather.

| | | | |
|---|---|---|---|
| rain | sunshine | storm | lightning |
| snow | fog | hail | sunset |
| frost | mist | thunder | moonlight |

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## X.—The Months and Seasons.

| | | | |
|---|---|---|---|
| January | July | Easter | Martinmas |
| February | August | Lady-day | Lammas |
| March | September | Whitsuntide | spring |
| April | October | Midsummer | summer |
| May | November | Michaelmas | autumn |
| June | December | Christmas | winter |

---

## XI.—Things Seen on the Railway.

| | | | |
|---|---|---|---|
| station | engine | ticket | platform |
| rail | truck | guard | clerk |
| porter | compartment | signal | driver |
| train | barrow | bridge | points |
| carriage | luggage | crossing | junction |

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## *Some Words with Silent Letters.*

| | | | |
|---|---|---|---|
| KNIFE | DUMB | LAMB | KNEW |
| KNOCK | CRUMB | WRIST | CALM |
| KNEEL | PLUMBER | COMB | PSALM |

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### *Some Hard Words which are very Short.*

| | | | |
|---|---|---|---|
| quay | brooch | plough | yacht |
| choir | pause | cough | calm |
| weigh | goal | coffee | cocoa |
| sleigh | gaol | clothe | maize |
| sieve | breathe | sprain | vein |
| scarce | paste | threat | thread |
| steak | heir | neigh | veil |

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### *A List of Queer Words.*

| | | | |
|---|---|---|---|
| quack | quick | queen | quake |
| quite | quiet | quart | quill |
| quit | quire | squeeze | squall |
| squeak | squire | squirt | squib |

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When you have learnt the spelling of any one word put it into a sentence.

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# A LIST OF PROPER NOUNS.

King George.
Queen Mary.
Prince of Wales.
Duke of York.
England.
Scotland.
Ireland.
Wales.
France.
Germany.
Holland.
London.
Birmingham.
Liverpool.
Sheffield.
Leeds.
Bristol.
Manchester.
Lord Nelson.
Lord Roberts.
General Gordon.
Duke of Wellington.
Tower of London.
Tower Bridge.
Westminster Abbey.
St. Paul's Cathedral.
Fleet Street.
Charing Cross.
Houses of Parliament.
War Office.
Trafalgar Square.
Plymouth Harbour.
English Channel.
North Sea.
Irish Sea.
Cheviot Hills.
Grampian Mountains.
Loch Katrine.
Firth of Forth.
Edinburgh.
Glasgow.
North Cape.
Gulf of Finland.
North Pole.
John Smith.
William Cook.
James Henry Jones.
Edith Robinson.
Mary Stringer.
Edith Matilda Brown.
River Thames.
River Tyne.
Olympia.
Zoological Gardens.
Crystal Palace.

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